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ABSTRACT

Information for administrators and teachers about the requirements, responsibilities, and timelines for educational accountability in Colorado is presented in this report. The accountability program emphasizes public disclosure of a school's educational outcomes, community-involved school planning, and local autonomy. Contents provide information on: accountability advisory committees at state and local levels; school and district planning requirements; the student review process; development of school and student performance profiles; reporting requirements at district and state levels; community involvement in school improvement planning; and award programs sponsored by the Colorado Educational Excellence Program. Nineteen figures and tables are included. (LMI)

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A HANDBOOK FOR COLORADO EDUCATIONAL ACCOUNTABILITY

Community Vision: Sharing Responsibility for Success

SEPTEMBER, 1990

FIELD SERVICES UNIT
Office of Educational Services

COLORADO DEPARTMENT OF EDUCATION
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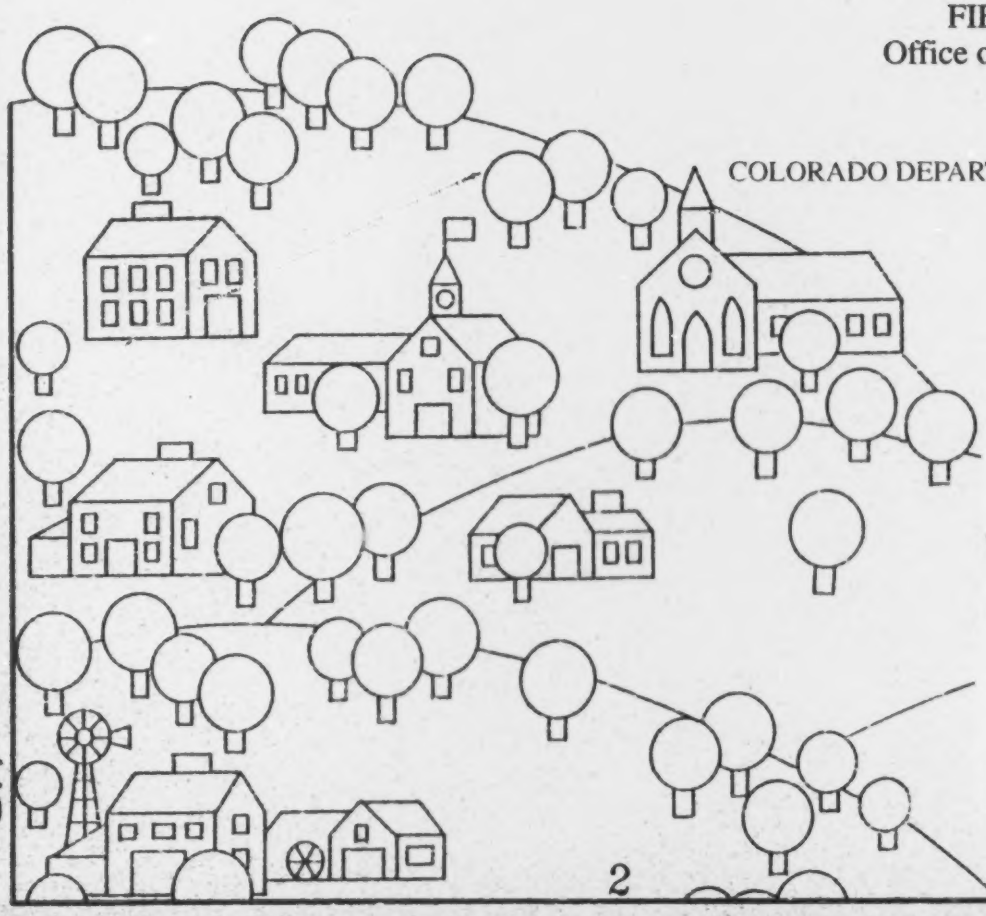

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A HANDBOOK FOR COLORADO EDUCATIONAL ACCOUNTABILITY

COMMUNITY VISION: SHARING RESPONSIBILITY FOR SUCCESS

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COMMISSIONER'S MESSAGE

Colorado's accountability program is designed to strengthen and improve each local school through team management appropriate to its community. This requires proactive involvement of teachers, staff, principal, parents, and non-parent citizens working together to determine educational needs, goals, and plans for action.

Our mutual goal for all students' success demands that we approach the accountability process with open, honest questioning of programs and practices as to their contribution to that goal. No matter how much progress has been made so far, no matter how hard all have worked, there is an urgency to forge ahead. The national goals, labor market crisis, and sense of public concern all contribute to this urgency.

It is my pledge that the Colorado Department of Education will focus on cooperative efforts and will work with all segments of the community to achieve our State Goals.

William T. Randall
Commissioner of Education
State of Colorado

OVERVIEW OF PUBLIC EDUCATION ACCOUNTABILITY

This manual is designed to acquaint students, parents, teachers, school administrators, community members, and accountability committee members with the public education accountability requirements in Colorado. The following pages are part of the Colorado Department of Education's effort to assist local school communities in developing successful local public education accountability programs.

Colorado's public education accountability program emphasizes (1) public disclosure of a school's educational outcomes, and (2) school improvement planning which significantly involves the community. Public education accountability in Colorado is administered through the State Board of Education's accreditation process. The Accountability Act of 1971 and Part 2 of the Public School Finance Act of 1988 provide the legal basis for accountability in public education.

In Colorado, the governance of public education is decentralized in comparison to other states. The state constitution and statutes provide considerable autonomy to local boards of education. In accordance with Part 2 of the Public School Finance Act, the State Board of Education has set high statewide goals for Colorado's student achievement, attendance and graduation rates. The result provides high expectations for Colorado public schools but has left the authority with local boards of education for determining the best educational goals and programs for each school district.

Each school district develops its own accountability program tailored to its community. The district accountability committee advises the local board of education related to the effectiveness of that program. Each school in the district is required to have an accountability advisory committee. This committee annually reviews the level of student performance and develops goals and plans for improving graduation rates, attendance rates, and educational achievement. In addition, each year the committee evaluates and publically discloses the student achievement and school improvement results through an annual report to the school community.

In Colorado, the focus is on school level educational accountability. There are high state expectations for meaningful community involvement in the school improvement planning process. Colorado has an opportunity for demonstrating to the entire nation a unique approach to school reform. Persuasive evidence that each of our public schools is making steady progress toward local and state goals for improvement of student achievement and graduation rates will offer significant testimony.

Arthur J. Ellis

Arthur J. Ellis
Assistant Commissioner
Office of Educational Services

Graduation Rate

Goal Statements:

Colorado's statewide public school graduation rate will increase by two percent annually from the 1987 rate of 76 percent until it reaches at least 90 percent by July 1, 1995.

(K-3) All Colorado schools will have established procedures in grades K -3 to identify potential at-risk students and provide them with successful learning experiences upon identification.

(4-12) All Colorado schools will have educational programs in place that adequately prepare all students to enter and succeed in their next level of enrollment. These programs will provide students with appropriate skills and will ensure their continuous progress toward graduation from high school.

Priority Objectives:

Those racial/ethnic and gender groups with currently low graduation rates have demonstrated proportionally greater increase in graduation rates each year until equity is achieved.

Every school district in Colorado has educational alternatives available to assist all students to progress toward graduation by July 1, 1990.

All Colorado at-risk children under the age of six are enrolled in quality early childhood learning programs by July 1, 1992.

Attendance Rate

Goal Statement:

Colorado's public school attendance rate will improve from the 1981-87 average rate of 92 percent to 95 percent by July 1, 1995.

Priority Objectives:

Each year, all Colorado school districts certify their attendance rate as part of the annual reporting cycle to the state.

School districts certifying an attendance rate below 95 percent have a process to improve attendance in their annual plan.

Student Achievement

Goal Statements:

Colorado's public school system will have demonstrated continuous, measurable and significant gains in educational achievement for all student groups by July 1, 1995.

By July 1, 1991, Colorado's school districts will have defined their expected student proficiencies at designated grade levels, and will have implemented a program of measurement and reporting.

By July 1, 1995, all Colorado high school graduates will receive a diploma certifying that they possess the skills deemed by the local board of education to be necessary for entry to the work place and post-secondary education.

Priority Objectives:

Between 1989 and 1995, all Colorado school districts have increased the percentage of students successfully attaining educational outcomes as defined by their district's plan for student achievement.

Between 1989 and 1995, all Colorado high schools have continually increased the percentage of students completing advanced classes from racial/ethnic and gender groups not traditionally represented.

The scores of all student groups in the statewide assessment sample have increased by five percentile points by July 1, 1995.

Any performance discrepancy in the statewide assessment sample among racial/ethnic and gender and other minority student groups has been reduced with each successive assessment until equity is achieved.

CHAPTER 1: ACCOUNTABILITY COMMITTEES STATE AND LOCAL LEVELS

Accountability is the effective use of information to focus energy toward the attainment of goals. Educational accountability is the responsibility of committees designated by statute and regulation at state, district and building levels.

State Advisory Accountability Committee

The State Advisory Accountability Committee is a legally constituted body appointed to assist the State Board of Education in an advisory capacity on matters of accountability, accreditation and policy development [22-7-103, C.R.S.].

❒ Membership

The committee consists of 18 members. Three of the members of the state advisory committee are appointed by the Speaker of the House of Representatives; three of the members of the committee are appointed by the President of the Senate; five members of the committee are appointed by the Governor from among those persons who are currently serving or have served as members of boards of education in Colorado; and seven of the members of the committee are appointed by the State Board of Education, three of whom are classroom teachers and three of whom are public school administrators. The State Board has chosen to use the remaining appointment to place a student member on the committee.

❒ Responsibility

The Committee shall review educational achievement in Colorado, advise the State Board of Education in the development of statewide educational goals and objectives for improvement of educational achievement of students, study the effectiveness of the public school districts and recommend improvement strategies to the State Board. Areas of study shall be cooperatively determined with the State Board on an annual basis. [1 CCR 301.1, 2202-R-3.03].

❒ Leadership

The State Accountability Committee shall elect a chair from its members.

Accountability is the effective use of information to focus energy toward the attainment of goals.

School District Advisory Accountability Committee

By law, the local board must appoint a district advisory accountability committee to advise the board relative to the accountability program. In addition, the district advisory accountability committee is required to compile and review the school level goals, objectives and plans and make recommendations to the local board of education[22-7-104 C.R.S.].

❒ Membership

The size of the local district advisory accountability committee and the length of membership terms are established by the local board of education. The district committee consists of at least one parent, one teacher, one school administrator and one taxpayer from the district. The committee must have a goal of balancing the membership consistent with racial/ethnic proportional representation of the district [1 CCR301.1, 2202-R-3.04 (5)].

❒ Assistance to Committee

The district superintendent or superintendent's designee shall serve as a resource person to the district advisory accountability committee [1 CCR 301.1, 2202-R-3.04 (7)].

❒ Responsibility

The district advisory accountability committee reviews the school improvement plans and makes recommendations to the local board of education prior to the board's development and adoption of the district's goals, objectives and district plan to improve educational achievement. The area(s) of study shall be developed cooperatively between the local board of education and the district advisory accountability committee on an annual basis.

❒ Leadership

The district advisory accountability committee shall elect a chair from its members.

School Advisory Accountability Committee

The School Finance Act of 1988 establishes a school advisory accountability committee for every public school in Colorado. Upon written approval of the Commissioner of Education, the district advisory accountability committee may fulfill the requirements for the school building advisory accountability committee in districts with special circumstances in which it may be duplicative to have separate school building advisory accountability committees [1 CCR 301.1, 2202-R-3.05].

❒ Membership

The size of the school advisory accountability committee and length of terms of the members are established by guidelines from the local board of education. The membership must, however, consist of a broad representation of the school community and have a goal of balancing the membership consistent with racial/ethnic proportional representation of the school attendance area.

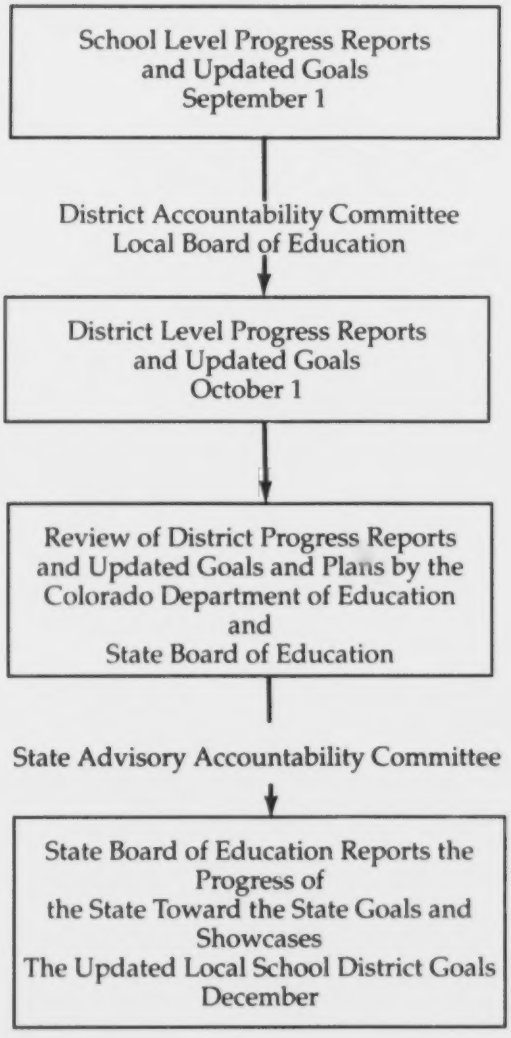
❒ Responsibility

The principal of each school is responsible for the annual cooperative development of a school improvement plan and for involving the school building advisory accountability committee, staff, other community members and when appropriate, students in the process. The area(s) of study shall be cooperatively developed by the principal and the building advisory accountability committee and reviewed at least annually. The committee shall communicate its activities and progress to the district advisory accountability committee and the local board of education periodically.

❒ Leadership

The chair of the school advisory accountability committee shall be elected from the membership of the group.

COLORADO EDUCATIONAL ACCOUNTABILITY
SCHOOL-DISTRICT-STATE RELATIONSHIPS



The accountability process is going on simultaneously at the school, the district and the state level. At each level is a representative accountability advisory committee whose role is to help pull together and interpret baseline data, outcomes and needs information, recommend priorities and report results.

CHAPTER 2: EDUCATIONAL ACCOUNTABILITY/ SCHOOL IMPROVEMENT PROCEDURES

The Accountability Act of 1971, as amended, requires each local board of education to establish a program of accountability to measure the efficiency and adequacy of educational programs. In addition, the State Board of Education requires that local boards of education adopt organizational procedures for the accountability programs and the advisory accountability committees of the school district [1 CCR 301.1, 2202-R-3.04 (3)]. The board of education in each school district is responsible for the district's educational accountability program and its implementation [22-7-104, C.R.S.].

School Planning Requirements

By September 1 of each year, the principal of each school, with the assistance and cooperation of the school accountability committee and school staff, must adopt ambitious goals and plans to improve graduation rates and student achievement. The annual planning cycle involves determining/re-examining the vision and mission for the school, completing a needs assessment that results in a school profile and needs statement indicating priority goal areas, and developing an action plan for the year's school improvement. At the end of the school year, the cycle continues with the annual evaluation of results and reporting of those results to the public and to the local board.

Building goals shall be consistent with, but not limited to, the State Board of Education's goals and objectives. While the planning process varies from school to school, several key elements of the planning process are described in more detail below:

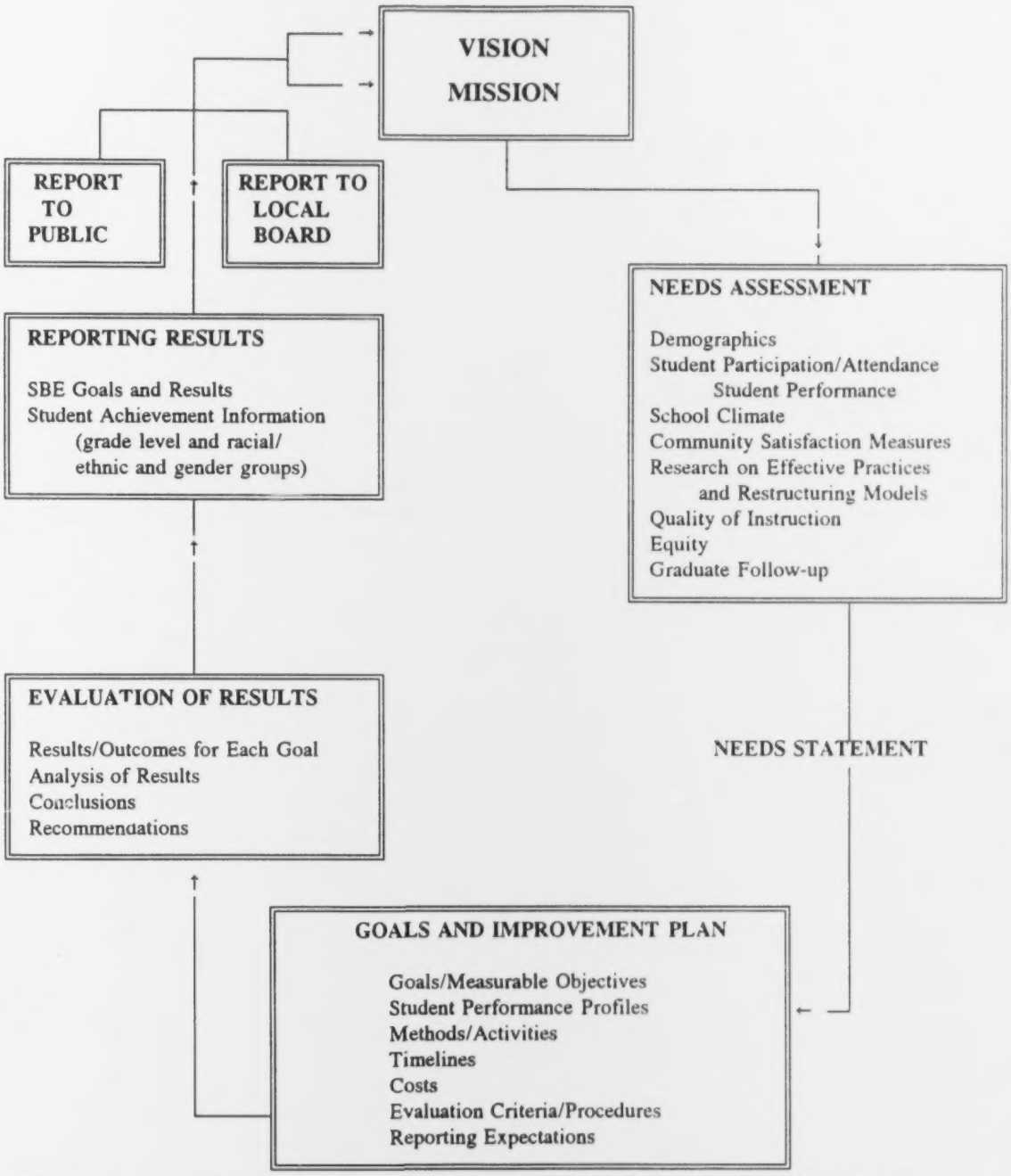
❒ **Vision**

In order to envision the school's future, it is necessary to articulate the values that characterize the organization, drive its decision- making processes, and influence the way in which its members view the future. These beliefs are the foundation of the school plan.

❒ **Mission**

A mission statement is a brief statement of the school's purpose or reason for existence. It can be viewed as the ultimate objective of the school; for this reason, its contents should be both lofty and practical.

SCHOOL LEVEL ANNUAL ACCOUNTABILITY PLANNING CYCLE



Educational accountability involves the total school community in judging the quality of the school, assessing needs, setting goals and measurable objectives, developing action plans, evaluating results and reporting these results to parents, staff and community.

❒ Needs Assessment

Needs assessment information should be collected and used so that the improvement process is based on reliable data as well as on people's beliefs. Establishing the need for a particular course of action in improving the school requires a variety of data sources and analyses. Baseline data related to the demographics and educational quality of the school should include at least the following:

*student achievement
*graduation rates
*student promotion rates
*percentage of students performing at or above grade level expectations
*participation in advanced classes
quality of instruction
school climate/satisfaction measures (parent, student, teacher)
population and economic description
social economic status
family composition
graduate surveys
feedback from universities and employers
knowledge about research on effective practices and restructuring models

* separated by racial/ethnic and gender student populations

These data are then used to develop the needs statements from which goals and objectives are identified.

Several examples of needs assessment databases are presented on pages 7 and 8.

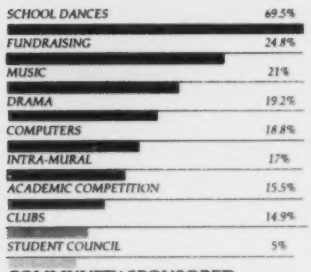
NEEDS ASSESSMENT INFORMATION

STUDENT ADVANCEMENT/RETENTION/GRADUATION

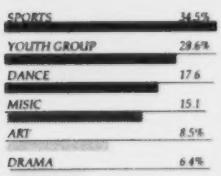
GRADE LEVEL	ENROLLMENT				ADVANCEMENT				RETENTION			
	WHITE		MINORITY		WHITE		MINORITY		WHITE		MINORITY	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

NEEDS ASSESSMENT INFORMATION

SCHOOL SPONSORED



COMMUNITY SPONSORED



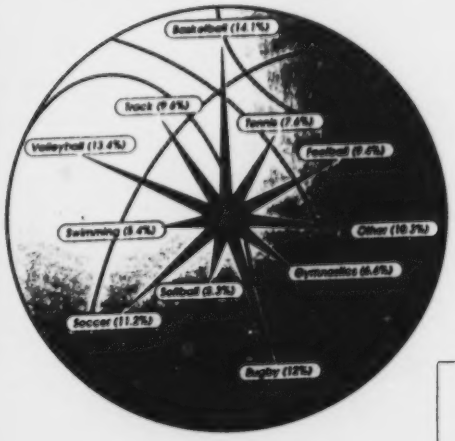
Students Participation in School Sponsored and Community Sponsored Events (May 1989)

NUMBER AND PERCENT OF STUDENTS PERFORMING AT OR ABOVE GRADE LEVEL*

GRADE LEVEL	TOTAL	BOY		GIRL		BLACK		WHITE		HISPANIC		ASIAN		INDIAN	
		NO	%	NO	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
K															
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															

*Based on teacher judgment reased to observations, student grades, reevant products and performance, or possibly, criterion and norm referenced tests.

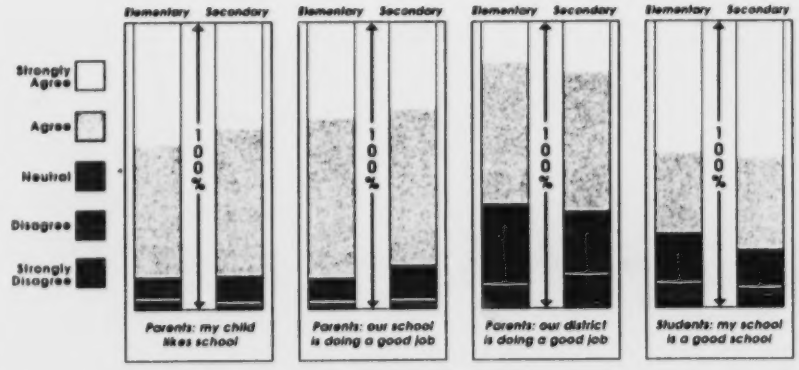
Student Participation in School Sponsored Events (May 1989)



ENROLLMENT

COURSES	TOTAL ENROLLMENT		MALE		FEMALE		WHITE		BLACK		HISPANIC		ASIAN		INDIAN	
	NUM	%	NUM	%	NUM	%	NUM	%	NUM	%	NUM	%	NUM	%	NUM	%
ALGEBRA I																
ALGEBRA II (2ND YEAR)																
CHEMISTRY 1 (1ST YEAR)																
PHYSICS 1																
CALCULUS																
ATHLETICS/ACTIVITIES																

Survey(1988): Perceptions of Parents, Teachers and Students



❒ School Goals and Improvement Plan

Measurable goals and objectives adopted by the school are the basis for the school improvement plan. The plan focuses on objectives which emphasize the student outcomes that will result from the improvement process. These objectives should be consistent with the State Board of Education's goals and objectives, district priorities, and the school community's needs.

Measurable goals and objectives adopted by the school are the basis for the school improvement plan.

Measurable goals and objectives for improving student performance outcomes must have a point of reference. This point is established with a profile of current levels of student performance. Then, the goal and objective statements clearly describe the desired new profile. This permits a welcome event to occur. A school can celebrate progress toward goals, because everyone can recognize what has been attained.

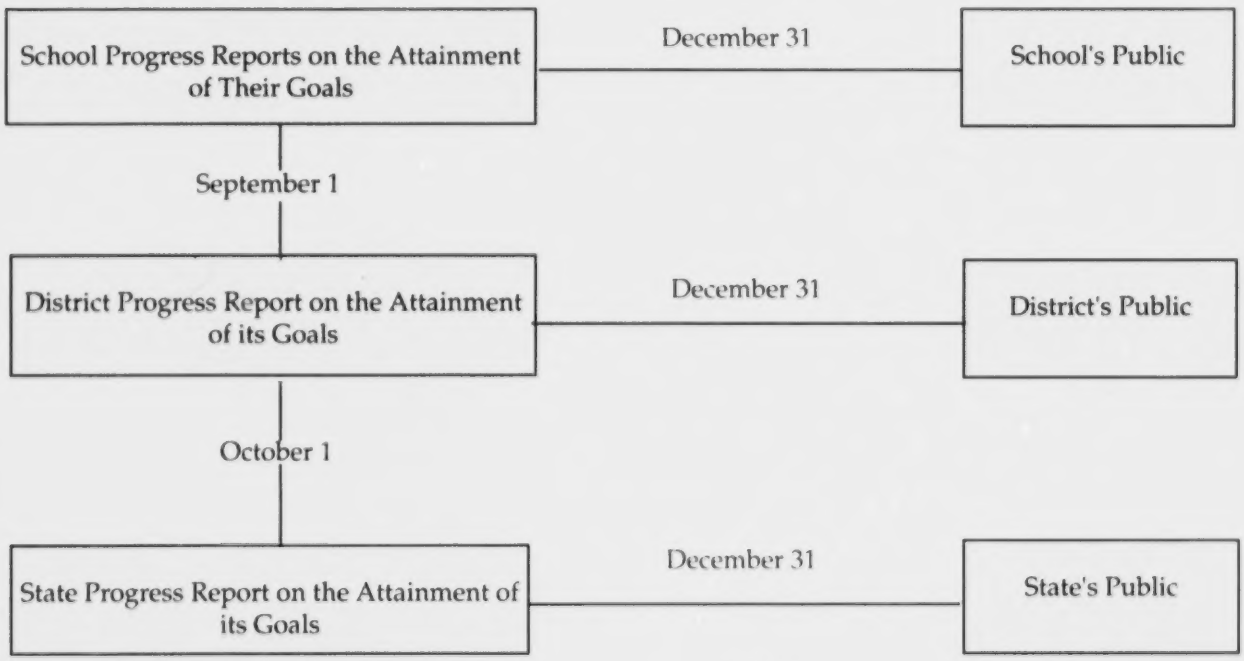
The goal and objective statements should be worded simply to permit all students, parents, teachers, and community members to readily recognize how well the students are performing now and how well they will be performing if the goals and objectives are attained.

The plan should also include the methods/activities required to accomplish its goals and objectives, timelines, costs, assessment indicators, and reporting expectations.

Example of an Elementary School Goal

The percentage of Red Hawk Elementary School students who are successful above or at grade level in reading will increase from 72% to 90% by June 30, 1992.

COLORADO SCHOOL IMPROVEMENT REPORTING TIMELINES



❒ **Evaluation of Results**

By the end of the school year, the building principal and staff will complete the evaluation of results related to each school improvement goal. Analysis of these results will lead to recommendations for planning for the coming year(s). The building accountability committee will assist the principal in review of the conclusions and recommendations for planning as well as the reporting of these results to the local board and the public.

❒ **Reporting Results**

Some reports are required by law and additional reporting may be requested in the school improvement plan. Reporting is disclosing to the public how the school and students are doing. The requirements and timelines for reporting are summarized on page 9. Chapter 4 fully describes all building and district reporting procedures.

District Planning Requirements:

The local board of education shall submit a district plan for improving education to the State Board of Education by October 1 of each year [1 CCR 301-1, 2202-R- 3.07 (4)].

The local board of education shall consult with the district advisory accountability committee and review the committee's recommendations prior to the board's adoption of the district's goals and plan.

The district plan shall specify how the district intends to measure, consistently from year to year, educational achievement in its schools using a standard reporting procedure. The district plan shall also provide for the measurement of graduation rates.

State Board of Education and Colorado Department of Education School Improvement Plan Review Process

The State Board and CDE shall review the goals and objectives adopted by each district. Compliance requirements include determining that: (a) the goals and objectives are consistent with the goals and objectives set by the State Board, (b) the measurable objectives are high but achievable, and (c) the plans are appropriately related to the educational needs of the schools and the district.

In accomplishing this review process, the Department involves over sixty staff members. Each school district's plan is reviewed by from six to ten different readers. The result is service from the various sectors of the Department tailored to a greater extent to the needs and goals of each school district.

CHAPTER 3: SCHOOL PERFORMANCE PROFILE AND STUDENT PERFORMANCE ASSESSMENT

School Level Student Performance Profile

In meeting the legal requirements for measurable goals expected by Colorado's accountability program, schools develop a profile of current student performance to provide a point of reference for their school improvement goals and plans.

The most accountable school student performance profiles summarize collective classroom profiles provided by teachers. The classroom profile is based on teacher judgment related to the performance of a student or group of students. Student self-assessment and professional observation are the most important assessment tools available to teachers for judging student performance. Therefore, the most reliable and accountable profile for describing the quality and level of student achievement in a classroom or school is developed from the professional judgment of teachers.

No test or group of assessment scores can describe the educational status of a student or group of students as accurately as the judgment of the professional teacher who as a trained observer interprets data from a variety of student performance indicators. Indeed, the profile is far more than a summary of the data collected for an individual student. Student performance profiles based only on a single test provide an unreliable and inadequate picture. If physicians based judgments about their patients' health only on temperature measurement or on a blood test, that profession would soon lose its credibility. Unfortunately, educators have already lost credibility with the public for over- reliance on standardized tests. Colorado's system of educational accountability is designed to change that picture. The Department of Education intends that accountability be a tool for the use of teachers in demonstrating credibility and responsibility.

The Department of Education intends that accountability be a tool for the use of teachers in demonstrating credibility and responsibility.

A student performance is supported by assessment data but not based solely on it. If a profile is challenged or if it needs to be analyzed to improve learning, specific assessment data can be reviewed. A variety of tests, including standardized tests, can play an important role in analyzing instructional weakness and specific student learning problems.

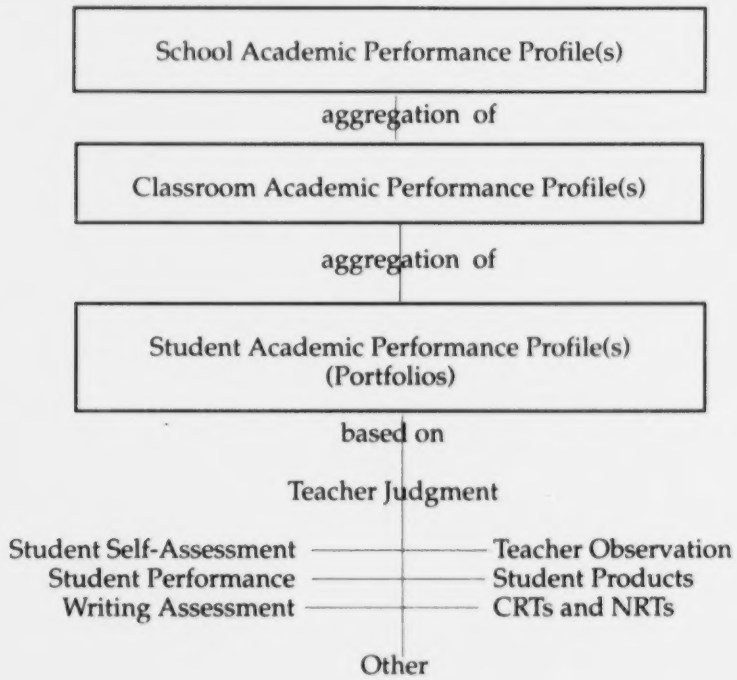
The teacher, in developing student performance profiles, assists students in the recording of attained proficiencies demonstrated by evidence in their portfolios. Teachers then can aggregate summary information from student profiles to determine a classroom profile of student performance. The aggregation of classroom profiles provides a school level profile of student performance.

DEVELOPMENT OF STUDENT PERFORMANCE PROFILES

The Classroom and School Student Performance Profiles should indicate:

> How many students currently are successful at attaining expected proficiencies: (a) above the level assigned, (b) at the level assigned, or (c) are performing below the district performance expectations for the level assigned (and to what extent).

Measurable goals and objectives based on this type of profile will have a point of reference permitting future public recognition of the extent the goals have been accomplished. Such profiles also provide teachers with the means to hold themselves accountable and to hold other responsible parties accountable for the success of every child.



Assessment of Student Performance

Educational assessment furnishes a tool for measuring the outcomes schools consider essential for all students. The Colorado Department of Education believes that assessment of student performance must be consistent with beliefs about education. For a more complete statement in this area, refer to "Performance-Based Assessment Resource Guide" published April, 1990 by the Department.

Colorado Department of Education Beliefs about Assessing Student Performance in the 21st Century

Purpose

- The purpose of student assessment is to provide accountability to various publics while allowing students to guide their own learning and helping staff to prepare learning situations.

Assumptions

- Assessment reflects the development of the whole child.
- Assessment reflects essential performances or competencies.
- Assessment processes are embedded in instructional processes.
- Judgments based on student performance assessment rely on multiple sources listed in priority order:
  student self-assessment
  teacher observation
  student performance and products
  various kinds of tests
  a variety of other data
- Assessment practices and instruments are free of racial, ethnic, and gender bias.
- Assessment procedures demonstrate student growth over time utilizing baseline criteria.

The most critical part of assessing student performance outcomes is determining the criteria used to indicate the quality of performance. Such criteria must be present whether the means of assessment is student self-assessment, teacher observation, student writing products, or pencil and paper tests. If a teacher or school has not specified such criteria, then test scores and grades are meaningless. The criteria for judging quality will also have strong implications for which assessment will be used.

In determining the appropriate means of assessment for any given outcome, it is essential to consider the verb in the outcome statement. If the statement indicates that the student will "explain", a different means of assessment is required than if the statement indicates the student will "choose" or "exhibit." One cannot "explain" with a multiple choice test.

The most important assessments occur in the classroom as students and teachers develop student performance profiles indicating proficiencies which have been mastered. There are many forms of assessment used to note progress. These forms include student self-assessment, teacher observation, student performances and products, criterion-referenced tests and other types of publisher- designed tests.

Educational assessment furnishes a tool for measuring the outcomes schools consider essential for all students.

Research in student performance assessment is urgently needed to develop new computerized programs for collecting, organizing, and managing student performance data for teacher use in the classroom. Such technology should increasingly provide better data for teacher interpretation while learning is taking place. New technology can reduce the time and labor expended by students and teachers with performance assessment;

Currently, research is occurring across the country toward developing performance-based assessment. The Colorado Department of Education Resource Guide reviews and provides examples and references for a variety of performance-based assessment strategies. It discusses: teacher observation, anecdotal records, student profiles, portfolios, contracts, curriculum-based assessments, interviews, participation, peer report/group evaluation, student products, questioning, student self-assessment, task or performance assessment, writing samples, and other forms of assessment. For more information, contact the School Effectiveness Unit at 303/866- 6761.

CHAPTER 4: REPORTING RESULTS OF SCHOOL IMPROVEMENT PLANNING

An effective accountability program focuses on asking the right questions, choosing the right indicators of student performance, and reporting the results to the right audience. Each level of accountability - building, district, and state - must report progress toward the improvement of education in Colorado frequently and clearly to its public.

Throughout this chapter, several examples of ways buildings and districts are reporting progress are shown.

Building Reporting Requirements

Results of the school plan to improve educational achievement and maximize attendance and graduation rates for all students must be reported to the local board of education by September 1 of each year.

Student achievement information, including results of norm referenced tests reported for the grades tested in accordance with the standard reporting procedures, must be included. A school shall further report achievement data for all racial/ethnic and gender populations. Reporting of student achievement by grade levels or other subpopulations is not required when this involves reporting results for a group of ten or fewer students.

By December 31 of each year, an annual written summary report about the school shall be provided to all staff, parents and students by the school. This report shall include student achievement information.

District Reporting Requirements [1 CCR 301-1, 2202-R-3.09 (2)]

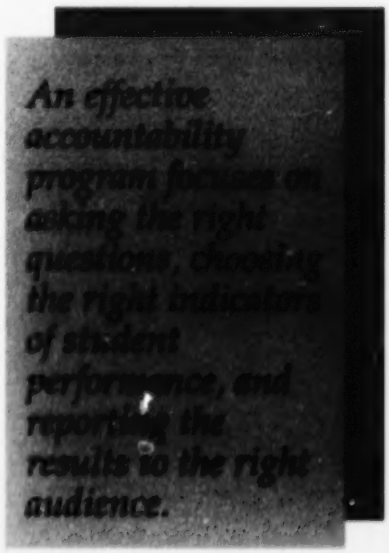
The local board, with the advice of the district accountability committee, shall survey parent, staff, student and community needs and desires for information about the district and its schools at least once every five years.

The district shall report, in written form, results of its annual improvement plan to the State Board of Education by October 1 of each year. The report includes two components:

- A report on the results of the district annual improvement plan; and
- An executive summary which goes directly into a state report on goals and outcomes, one page per district, published each December.

Both components of the report are submitted by October 1 to:

Field Services Unit
Colorado Department of Education
201 East Colfax
Denver, Colorado 80203


An effective accountability program focuses on asking the right questions, choosing the right indicators of student performance, and reporting the results to the right audience.

REPORTING PROGRESS

Percent of Students Failing at Least One Course

	1985-86	1988-89	Entire Year 1985-86	Entire Year 1988-89
Grade 7	Grades are given for the entire year only for grades 7 and 8.		41%	27%
Grade 8			34%	22%
	Fall Semester		Spring Semester	
Grade 9	52%	48%	46%	48%
Grade 10	39%	35%	36%	35%
Grade 11	33%	33%	27%	32%
Grade 12	21%	21%	17%	17%

Percent of Grades That Were Failing

	1985-86	1988-89	Entire Year 1985-86	Entire Year 1988-89
Grade 7	Grades are given for the entire year only for grades 7 and 8.		18%	10%
Grade 8			13%	7%
	Fall Semester		Spring Semester	
Grade 9	23%	22%	20%	24%
Grade 10	14%	13%	13%	14%
Grade 11	11%	12%	9%	12%
Grade 12	7%	7%	5%	6%

Results of District Annual Improvement Plan

For each district goal in the annual improvement plan, districts report the following:

- Statement of the goal in the annual district plan.

- Narrative statement on the results of the year's activities to achieve the goal. The report should focus on student performance outcomes rather than the activities used to achieve the goal. Brief quantitative or visual/graphic display of results is encouraged when appropriate.

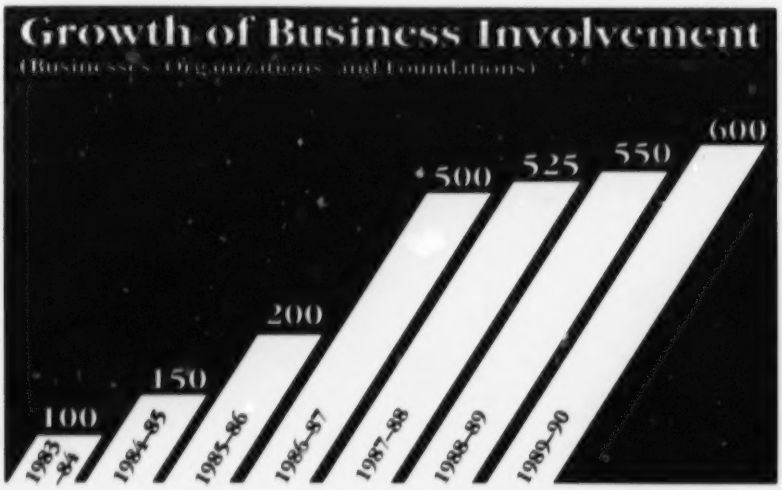
The descriptions of those goals and outcomes related to the SBE achievement goals are reported consistent with the Standard Reporting Procedures for Achievement Data. The State Board of Education and CDE encourages schools to include a variety of assessments, e.g. performance-based, portfolios, writing assessments or measures of higher order competency. The standard reporting procedures call for achievement results to include the following information regardless of the kind of assessment procedures used:

Who: Which students in what grades were assessed, and which were excluded?

What: When was the assessment, what assessment instruments or strategies were used, what content areas were included and what norms or standards were involved?

Results: What were the outcomes for the total group and appropriate subgroups?

REPORTING PROGRESS



Executive Summary

The executive summary is a one-page report of the attendance, graduation and achievement goals in the districts's annual plan and measurable outcomes related to these goals. This brief summary also includes a section produced by CDE on district demographics, and sections for the district to highlight other student performance outcomes including equity progress. An example of a district executive summary of progress toward the State Board goals is included.

Annual Summary Report to the Public

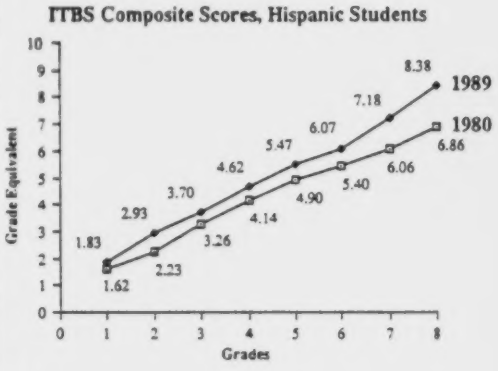
By December 31 of each year an annual written summary report about the district shall be provided to all staff, parents and students by the district. Reports are provided to district residents without school age students using appropriate means such as radio newspapers, television or a written report available throughout the community.

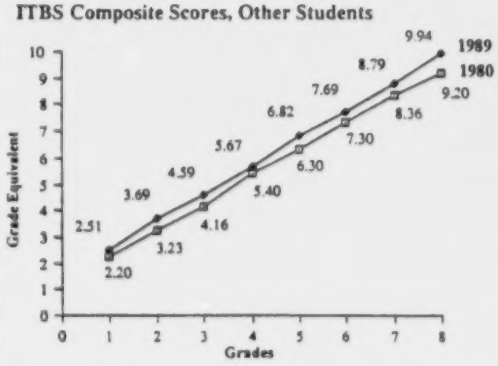
Composition of the written annual summary district report to the public shall include, but not be limited to, the following:

- District goals and long-range plans.
- Results of the plan to improve educational achievement and maximize attendance and graduation rates for all students.
- Information from the district advisory accountability committee about its accomplishments. (Reported for all racial/ethnic & gender student populations, except when this would involve reporting results for a subgroup of ten or fewer students. 3.09(2)(c)civ.).
- Student achievement information including, but not limited to, results of college entrance tests and results of norm referenced tests reported for the district.
- Student dropout and graduation rates.
- Revenues, expenditures, costs of various segments of district or school operations and costs of programs for improvement.
- District results from the Colorado Assessment Program if all Colorado students in the selected grade(s) were assessed.

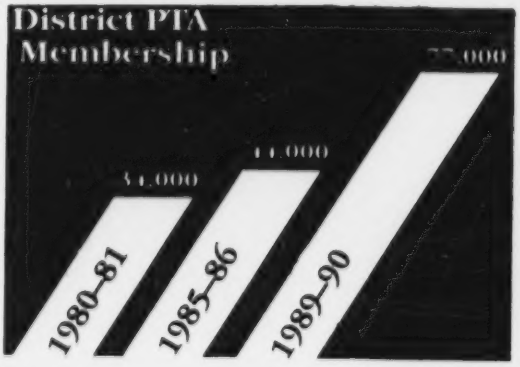
The October report is intended as a preliminary or subset of the public report. If the data are available, the district can decide to combine the two reporting requirements into one report, meeting the October 1 statutory deadline.

REPORTING PROGRESS





REPORTING PROGRESS



Alpha Re-2, Madison

District Demographics

Superintendent: Dr. Roger Duncan
(303) 866-6842

LEGAL NAME: ALPHA SCHOOL DISTRICT NO. RE-2, MADISON COUNTY

SETTING; OUTLYING CITY

Race/Ethnicity	Percent by Race/ Ethnicity Fall'90 Students	Fall '90 Teachers	1990 Graduates	1990 Grad. Rate (10-12)	1989-90 Dropout Rate (10-12)
Amer. Indian	.0	.9	.0		.0
Asian/Pacific	.2	.0	.9		.0
Black	.3	.0	.9		.0
Hispanic	30.3	3.4	9.3	75.2	26.3
White	69.0	95.7	88.9	85.0	4.2
Total Count	2,037.0	116	108		40
Percent Minority	31.0	4.3	11.1		

Other Descriptors

No. of Schools:	Total	6	
Elem.	4	Mid/Jr.	1
Senior	1	Other	0

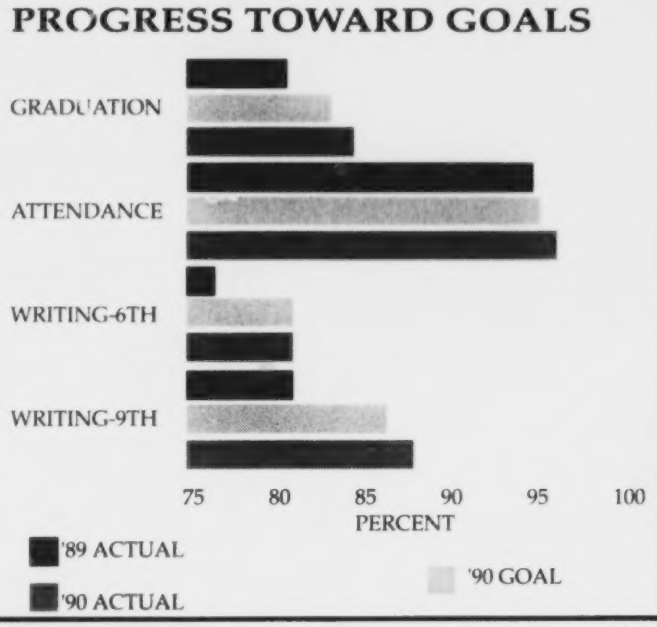
'89-'90 Dropout Rate % (10-12	8.7
'90 Graduation Rate (10-12)	80.0
'90 Per Pupil Oper. Revenue	$3,313
'90 Assessed Val./Pupil	$25,029
'90 GF Mill Levy	36.879
Fall '89% on Free Lunch	37.8

Attendance, Graduation and Achievement Outcomes

1. The graph shows that we have exceeded our 1990 graduation rate goal of 82 percent. Our 1991 goal is 85 percent graduation (9-12).

2. Our goal in attendance, K-12, is to meet or exceed 95 percent by, 1990, and to maintain that level or better in 1991. The goal was achieved in 1990.

3. The percentage of students writing acceptable papers for the district writing assessment of grades 6 and 9 increased by five and six percent, respectively, from 76 percent and 81 percent last year to 81 percent and 87 percent for the current year. The goal for 1989-90 was a 5 percent increase.



Outcome Highlight

- Amoung 8th grade students, 76% of their portfolios showed the ability to apply higher order problem solving skills in measurements, geometry and estimation. This represents a 12% increase over last year's performance.

- The percentage of students expressing satisfaction with the drug awareness program at the high school increased from 65% on the 1989 survey to 89% on the 1990 survey.

Equity Progress

- The number of females enrolled in science classes has increased from 25% of the total science enrollment to 35% during the past year.

- The proportion of students in our AP clases and our gifted enrichment program who are Hispanic increased from 8 and 14 percent respectively in 1988-89 to 15 and 22 percent in 1989-90. The district for the first time has six limited English proficient students in its gifted and talented classes.

REPORTING PROGRESS

COMMUNITY SATISFACTION

(% favorable in each area)

	PAST	CURRENT
My student is safe in school		
The school is well disciplined		
Drugs/Alcohol are NOT a problem in this school		
The difficulty of the school work in this school is "about right"		
School is meeting the educational needs of my student		
Teachers rating "good" to "outstanding"		
Expectations for students are "about right"		
Parents are made to feel welcome in this school		
Staff are helpful		
School's overall grade		

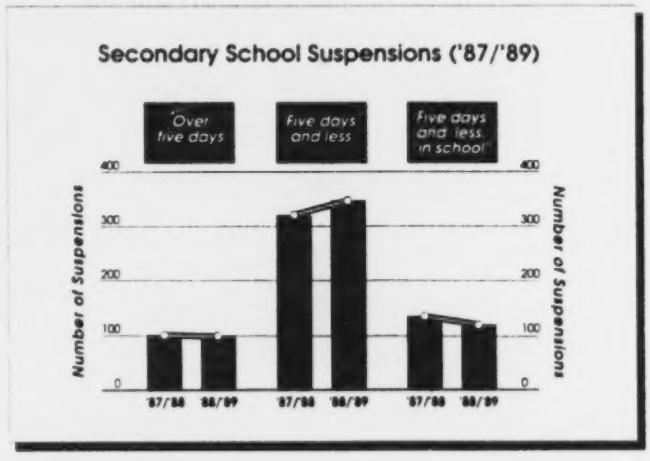
If combining this report with the annual report to the public, the Executive Summary must be submitted as indicated, and the information described above must be included in the combined report.

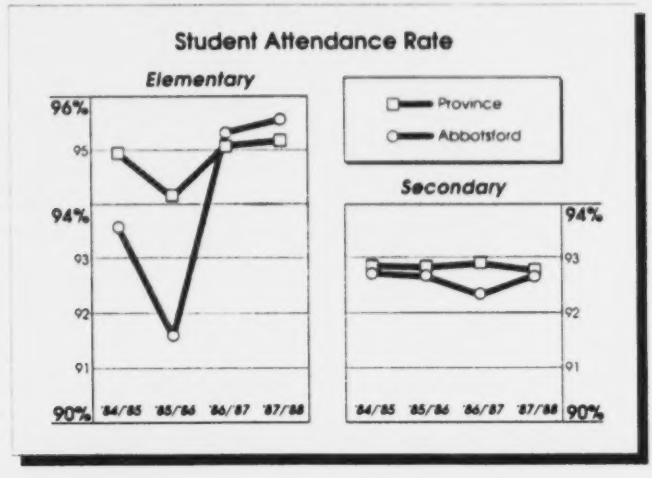
State Advisory Accountability Committee Reporting Requirements

The State Accountability Committee is required to submit a written report to the State Board of Education on an annual basis. This report must summarize all activities of the group related to the established charge.

The Commissioner of Education and the State Board must submit a report to the governor and the general assembly on the quality of education in Colorado by September 1 of each year. [CRS 22-2-112 (k), 22-20-104 (3)].

REPORTING PROGRESS





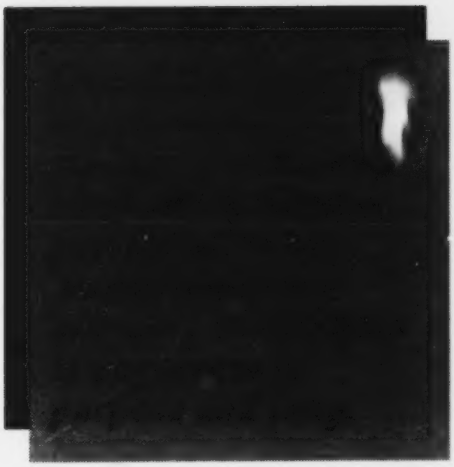
CHAPTER 5: COMMUNITY INVOLVEMENT

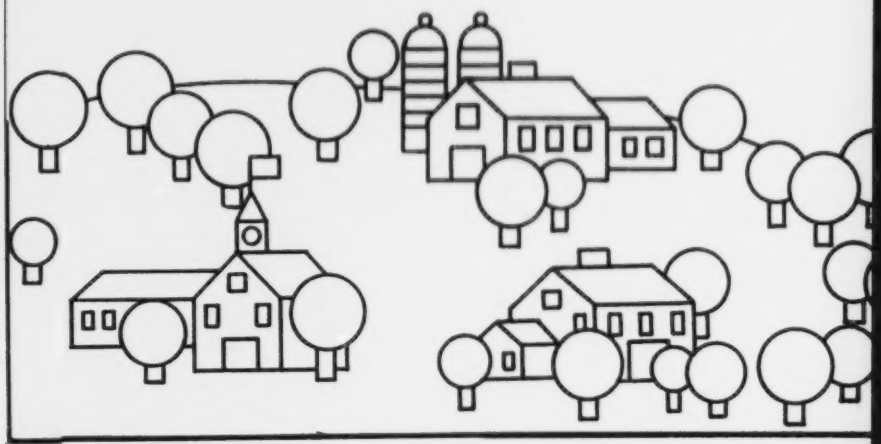
One of the major challenges facing Colorado educators is the integration of significant community involvement into the school improvement planning process. Many of the school improvement models used in Colorado's schools effectively involve the school's instructional staff but do not provide for significant involvement of students, parents and community members. Neither rubber-stamping nor confronting staff decisions provides a satisfying sense of involvement with school improvement. One of the more important skills of a principal is the ability to involve students, parents, and other community members in a meaningful way as part of the planning team. Following are a few principles to guide educators in this important arena:

Role and Purpose

One of the biggest impediments to student, parent, and community member participation on accountability advisory committees is vagueness in purpose and duty. A school needs a well-organized plan describing the roles, duties, function and goals of the committee.

- A clear purpose allows a good understanding of what can and cannot be accomplished.
- Definition of roles and duties associated with the advisory accountability committee helps to differentiate its function from those of other school committees.
- Guidelines and leadership training must be provided so that students, parents and other community members can fulfill the roles and duties of the group.

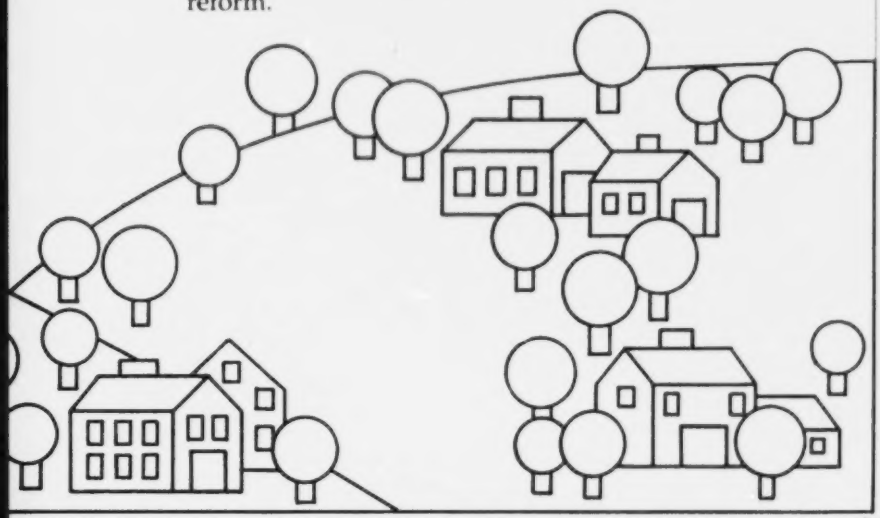




Involvement Strategies

Several conditions have been found to assure greater integration of significant community involvement in the school improvement process.

- The atmosphere in the school and the attitude of the principal and staff make it clear that the involvement of committee members is highly valued.
- Committee members are given pertinent information about current student outcomes related to school expectations.
- The principal or designee serves as an intermediary who understands both the culture of the community and the culture of the school.
- The school advisory accountability committee understands how, when, and where to assess the educational needs and opinions of parents and members of the community.
- Parents are provided access to the school's resources.
- Parents and their opinions are treated with great respect.
- There is a written statement of the school's desire to get parents involved in their children's schooling and in the school's overall mission.
- Committee members are provided with necessary background information on current activities and educational issues including effective schools research and information on restructuring and reform.



CHAPTER 6: COLORADO EDUCATIONAL EXCELLENCE PROGRAM

Colorado State Board of Education
Colorado Department of Education
Colorado State Legislature
and
The Governor's Office

PURPOSE

The purpose of Colorado's Educational Excellence Program is to recognize outstanding public schools, school districts, and individual educators. It fulfills part of the requirements of the Public School Finance Act of 1988, Part 2.

The program provides an incentive for outstanding accomplishments in meeting or exceeding the State Board of Education goals.

OPPORTUNITIES WITHIN THE PROGRAM

SCHOOL PERFORMANCE INCENTIVE AWARDS PROGRAM

This program provides monetary awards to individual schools for substantive improvement in student achievement. Schools with sustained high levels of student achievement are also eligible.

A school must develop a Contract for Excellence with the State Board of Education to become a candidate for the award. This school improvement contract is based on State Board of Education goals, district priorities and the community's needs.

Once the approved schools have demonstrated a two year record of outstanding performance, they will receive monetary incentives and recognition. The first school awards are scheduled for December, 1991. (During the first competition, a portion of this performance record may have occurred before the period of the contract.)

MODEL SCHOOL DISTRICT RECOGNITION PROGRAM

This program recognizes school districts when two-thirds or more of the schools in the district receive school performance incentive awards.

School districts may also be recognized for enabling redesign and restructuring of their schools, development of community partnerships, and encouraging commitment to continued learning throughout life.

OUTSTANDING EDUCATOR RECOGNITION PROGRAM

This program recognizes teachers, administrators, board members, accountability committee members and other community leaders nominated by their school or district accountability committee. Individuals are recognized for outstanding contributions to the accomplishments of their individual schools or districts.

GOVERNOR'S EDUCATIONAL CREATIVITY INITIATIVE

This initiative is a public and private partnership under the sponsorship of the Governor's office. It provides recognition and financial incentives which encourage local community/school partnerships to try new ways of educating children.

The Educational Creativity grants also include technical assistance from the Department of Education as schools develop creative practices.

GOVERNOR'S AWARDS FOR EXCELLENCE IN EDUCATION

Excellence in Education Awards are given each year to outstanding educators throughout Colorado who demonstrate high standards or innovative approaches in development of specific programs, classroom or administrative performance, and community service. Any citizen may nominate educators for this award.